DOCUMENT RESUME

ED 193 561 CG 014 722

AUTHOR Engels, Dennis W.; Bonk, Edward C.
TITLE A Survey of Seniors' Post High School Educational and Vocational Goals.
PUB DATE 80
NOTE 25p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980). Best copy available. For related document see CG 014 723.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Choice; *College Bound Students; Education Work Relationship; *Futures (of Society); High School Seniors; *Noncollege Bound Students; Outcomes of Education; *Relevance (Education); Secondary Education; *Student Educational Objectives; Surveys

ABSTRACT

In order to assess post-high-school plans of seniors, a survey was developed to ascertain high school seniors' educational and career goals. The survey, developed in Denton County, Texas, was administered to 575 seniors in nine of ten Denton County public high schools. This article briefly reviews the development and methodology from initial proposal through organization, planning and instrument construction to pilot studies and formal administration of the survey. The final survey was adapted from an existing survey instrument to fit the needs of the Denton County population. Considerations for construction of the final survey instrument are presented and its administration, which took place in the spring of 1978 and involved 86% of all seniors in the participating high schools, is described. A delineation of limitations to be considered when interpreting survey data is followed by a discussion of safeguards taken to meet these limitations. A copy of the High School Senior Survey is provided. (NRP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193561

BEST COPY AVAILABLE

A SURVEY OF SENIORS' POST HIGH SCHOOL EDUCATIONAL AND VOCATIONAL GOALS

By: Dennis W. Engels, Ph.D.

&

Edward C. Bonk, Ed.D.

CG 014722

Dennis Engels is Assistant Professor of Counselor Education, North Texas State University, Denton, Texas.
Edward C. Bonk is Professor Emeritus, North Texas State University.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dennis W. Engels

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Educators from the Denton Independent School District and the Counselor Education Division at North Texas State University (NTSU) began an effort to study seniors' post high school plans in 1977. That study was expanded the following year to include all public high schools in Denton County, Texas. Because the pioneering dimension of this activity suggests a potential for applicability throughout the state, it seems appropriate to share this descriptive report of the planning, development and implementation of the project. This paper is, then, a summary of plans and activities involved in conducting the 1977 Denton High School Senior Survey and the 1978 Denton County Senior Survey.

BACKGROUND

Since the onset of computer assisted information systems for vocational guidance in the sixties and their very pervasive impact in the seventies, and, in part, since the recent emphasis on Career Education, educators have experienced a strong resurgence of attention to the delivery of current and accurate personal, social, educational and vocational information (Norris et al. 1979, Hoppock 1976, Isaacson 1977).

One of the most significant dimensions of the information service lies in the realm of local or localized information (Bradley 1978, Hoppock 1976). While current and accurate information abounds at the national level (Dictionary of Occupational Titles, Occupational Outlook Handbook, Dictionaries of Colleges)

it is at the local level that school counselors must be creative and innovative if they will identify, organize and make accessible information so vitally needed by students and educators for intelligent decision making. At the local level, Hoppock's "Big Three", (1) the vocational and educational plans, goals, and aspirations of current students, (2) the local employers who hire most graduates and (3) the largest local employer(s) demand attention. This study was an attempt at the local level to deal with the first element of the "big three".

Assuming that knowledge of seniors' career and educational plans can afford greater insight into effective planning and educating, where does one start? How does one discover seniors' immediate and distant future goals? How many seniors plan to work full time immediately after graduation? Whose plans include post secondary education? When were these decisions made? How do students evaluate the effectiveness of this school's programming in terms of their eudcational and career goals and aspirations? Which school and community resources do students see as most effective in their planning and decision making? In large part, responses to these and related questions can be obtained through survey research, analyzed and employed in many aspects of program planning and delivery. But where does one start to conduct a survey of seniors' goals and aspirations?

In January, 1977, during a scheduled on-site supervision visit at Denton High School (DHS), Denton, Texas, one of the school

counselors requested assistance in responding to that school's need to effectively conduct a follow-up study of its graduates. The district superintendent underscored the request and committed limited available resources to an initial effort of surveying the educational and vocational goals of current seniors. The 1977 survey of all DHS seniors was conducted in May and the results were analyzed during the summer and fall. These results have since been used in in-service and classroom guidance activities.

POINT OF DEPARTURE

In May, 1977, the authors obtained a limited faculty research grant to conduct a survey (similar to the earlier 1977 Denton High School study) in all public high schools in Denton County, Texas. In view of paraliel methodology of the studies, and in view of the added complexity of dealing with ten schools in the 1978 study, the 1978 study will be the subject of primary focus in this report.

School district administrators were the first point of contact in arranging the 1978 survey, because their commitment and support is essential to the conduct of any educational endeavor. Letters of invitation to discuss participation were sent to superintendents of each of the independent school districts in Denton County in December, 1977. Return post cards included with the letters requested the name, title, and office telephone number of the person designated by the superintendent

to serve as local survey coordinator. Seven of the ten schools responded positively within three weeks, and telephone conversations with the three remaining superintendents yielded a 100% positive response of intent to participate. By mid-February, initial meetings were conducted with a district administrator and the designated local school coordinator at each of the ten county public high schools. The following objectives were mutually developed:

1. to help seniors think about themselves and their future plans;
2. to involve the total guidance team in schools which will eventually use the data in adopting an existing questionnaire to afford questions appropriate for the survey;
3. to stimulate advance thought among potential users as to how they could derive the most value from the data;
4. to establish a countywide data base of high school seniors' future educational and vocational plans, aspirations and goals;
5. to provide data for each school district and for the entire county; and
6. to establish a data base for future longitudinal studies aimed at movement of high school graduates.

INSTRUMENTATION

In the 1977 survey, a review of existing instruments yielded an adaptable survey instrument which had been successfully used in the 1975 survey of all seniors in Wisconsin's public and private schools (Lambert, Perrone, and Engels). Using the Wisconsin instrument as a starting point, the Denton High School senior survey steering committee consulted with district and high school administrators, school counselors and heads of each academic/vocational department. Department heads and administrators were asked to consult with their respective staffs and rate the potential value of each item on the Wisconsin instrument, and to then suggest adaptations and additional items. While departmental suggestions for additional items were few, the departmental rankings were useful to the steering committee in constructing the new questionnaire. Moreover, the fact that departments were afforded the opportunity to participate in building the instrument served to broaden the quality of the instrument by giving the committee the collective benefit of valuable insight of a multiple disciplinary team. This also alerted the educational team to the upcoming survey and started those not on the steering committee to think about how they might use the data once they were collected.

INSTRUMENT FORMAT

It was agreed that the instrument should stimulate the

thinking of responding seniors and that the questions should be aimed at seniors planning to work full-time after graduation as well as those going on to further education. In view of the fact that 90% of the items from the initial Wisconsin instrument were highly ranked, the steering committee simply deleted the few items not viewed as pertinent and adapted the remaining items to fit the perceived needs of the Denton County population.

At the first meeting following the departmental rankings, the steering committee completed its first draft of the instrument and committee members were charged with reacting to the first draft. At the next meeting, a "final" draft was agreed upon. It was further decided that a "letter to seniors" signed by an appropriate school official should accompany each instrument to communicate the purpose of the study.

PILOT STUDY

In order to pilot the instrument with a similar population while avoiding involvement of seniors, the instrument had been used in 1977 with classes of juniors at Denton High School. Juniors who participated in the pilot study reported that items were understandable, were not offensive, stimulated thought about self and elicited immediate and long-range post high school educational and career preferences, plans and goals. An unrecorded number of pilot participants independently volunteered that they thought the questionnaire would be an

excellent device for stimulating all juniors in formulating their future plans and in evaluating their current educational behavior. With this evidence of face validity, arrangements were made for final printing, scoring and computer analyses. In view of the face validity demonstrated in the Denton pilot study and the actual survey of seniors, the basic instrument was offered with only "cosmetic" changes to the ten schools participating in the 1978 Denton County Survey.

EDUCATIONAL PRIVACY

In constructing the final survey instrument, conscious effort was made to avoid any irrelevant, unnecessarily personal or offensive questions. Because the survey required no information from school records and survey instructions pointed out the voluntary nature of the questionnaire, legal counsel advised that the provisions of P. L. 93-380, the Family Rights and Privacy Act of the U.S. Laws of 1974 relating to students' records did not apply. In anticipation of student and parental concern and based on advice of counsel, close attention had been paid to the spirit of the Buckley-Pell amendment to P. L. 93-380 in reassessing the instrument to insure that only the most essential information required for follow-up was sought. While further consideration was given to obtaining demographic data about parental income, parental education and quality of housing, it was decided that requesting such information could

be perceived as an invasion of student privacy. During actual conduct of the survey, high school administrators reported no student reluctance to participate, and did not cite P. L. 93-380 as a potential obstacle to the legality and propriety of conducting the survey in their schools. As stated in the letters to seniors, individual response sheets were retained for safeguarding and future follow-up research by the NTSU researchers, and local school personnel received reports of group data only.

POPULATION

Steering committee members elected to survey all seniors in all schools rather than seeking representative samples from participating schools. Central among committee concerns in this decision were the following:

1. Results of the pilot study suggested that responding to significant educational and career questions would be valuable to all seniors.
2. Past experience of committee members indicated that random sampling to achieve representative populations at schools would have called for highly articulate administrative procedures to avoid such a problem as obtaining responses from an English class at one school and a mathematics class at another. (In eight of the nine participating schools, senior populations

were small, so it made total population response tenable); and

3. Including all seniors was within the limited budgetary capability of the project. Eighty-six percent of all seniors in the nine participating public high schools completed questionnaires.

CONDUCT OF THE SURVEY

Late April and early May was the period chosen for administering the survey because of the precedent set by previous Wisconsin Senior Surveys and the 1977 Denton Senior Survey, and because staff experience suggested that more seniors think about, plan and/or finalize plans for their futures during the spring of their senior year than at any other specific time. Survey administrators at participating schools conducted the survey during selected regular classes. At the discretion of local administrators, seniors who were absent during the initial administration period were given the opportunity to participate.

LIMITATIONS

When interpreting survey data, it is imperative that the following limitations and other potentially influencing factors be borne in mind: 1) less than 100 percent of the seniors in participating schools responded, thus there is no absolute guarantee that the data truly present an accurate description of all senior responses; 2) while instruments

and administrative instructions were prepared and distributed by the authors, local authorities were free to administer the survey in the manner in which they saw fit; and 3) as in all questionnaire and survey research, veracity and earnestness of respondents is assumed but in no way guaranteed.

CONTROLS

Safeguards were employed to meet each of these potential limitations. The initial point of contact with individual school districts was achieved through the previously mentioned personal letter from the authors to each superintendent. Actual survey administration in spring, 1978, was facilitated by having this advance commitment of district administrators.

Bundles of instruments were sent to schools via messenger to arrive at least two weeks prior to the school's desired administration date. Administrative instructions included specific directions and mailing lables for returning completed instruments.

Because completion of the instrument was not dependent on time and the sole requirement for respondents was careful reading and honesty, the intentional provision of flexibility for local administration appears a very minor limitation of survey results. While respondent veracity and earnestness could only be hoped for, seniors were told in the "letter to seniors" and in the oral administration instructions: that their opinions were valuable to their teachers, their school and school district; that the survey was not a test; that no one at the

local school would be able to see their individual responses and that their responses could in no way influence their grades. Attempts were made, then, to address and overcome each potential limitation. There is, however, no total safeguard, no guarantee, that these and other limitations were controlled or eliminated. Users of any survey research must interpret the findings accordingly. While the added precaution of personal interviews of randomly selected respondents for the purpose of validating responses might have further guarded against these potential limitations, such an effort was beyond the financial means of the project. Moreover, because it was promised in the "letter to seniors" that local school officials would not be privy to individual response sheets, the avenue of personal interview was not ethically available at the local level.

COSTS

As pointed out earlier, because the project was viewed as a community service effort, the authors had received a modest faculty research grant and use of university scoring and computer service. Individual schools incurred no out-of-pocket costs, but did incur such "in-kind" costs as personnel costs of steering committee time, planning, administration and limited analysis and clerical time for typing. The authors used the limited grant money to cover printing and telephone costs, mileage to participating schools, and salary for the graduate

REFERENCES

Bradley, Richard W. and Thacker, Margaret S. "Developing Local Sources of Career Education," The Vocational Guidance Quaterly, March, 1978, Vol. 26, No. 3, pp. 268-273.

Hoppock, Robert. Occupational Information, Fourth Edition. New York: McGraw-Hill Book Company, 1976.

Isaacson, Lee E. Career Information in Counseling and Teaching, Third Edition. Boston: Allyn and Bacon, Inc., 1977.

Lambert, Roger H., Perrone, Phillip A., and Engels, Dennis W. 1975 Wisconsin Senior Survey. Madison: Wisconsin Vocational Studies Center, University of Wisconsin, Madison, 1975.

Norris, Willa, et al. The Career Information Service, Fourth Edition. Chicago: Rand McNally College Publishing Company, 1979.

APPENDIX A

SURVEY OF SENIORS IN DENTON COUNTY
CLASS OF 1978

EDWARD C. BONK, ED.D. DENNIS W. ENGELS, PH.D.

COLLEGE OF EDUCATION
NORTH TEXAS STATE UNIVERSITY

DENTON PUBLIC SCHOOLS
1205 UNIVERSITY DRIVE WEST
DENTON, TEXAS 76201
387-6151

ASSISTANT SUPERINTENDENT
CURRICULUM AND INSTRUCTION

Dear Senior:

Soon you will be leaving high school to begin a new phase in your life. You may be going on to more schooling, taking a job, starting a home, joining the military or perhaps just loafing for a while. Whatever you decide to do, we are interested in learning about your plans for the future.

The 1978 Denton High School Senior Survey, which you are being asked to complete, has brought together in one short form, questions of department faculty member counselors and administrators. These people are responsible for educational programs and job counseling services and will use your answers to improve many kinds of opportunities for you and the students who will follow you.

We are asking you about your interests and opinions and your hopes for the future. The information you and other high school seniors share with us will be pooled for use in planning. By answering these questions, you can greatly help to make this planning worthwhile.

Students who helped develop the questionnaire reported that the questions helped them think about themselves and their future plans. We hope the questions will help you in the same way.

This is a survey, not a test, so there are no right or wrong answers. Your answers will not be given to anyone at your school and cannot affect your grades. Even with this guaranteed confidentiality, you may feel that some of the questions are too personal. If you do feel that way, you are not obligated to answer those specific questions. Questions answered should be done as well as you possibly can.

We ask for your name, address, and social security number for use only so we can contact you again after you graduate. Your experiences and feelings about your education are very important to those of us who are interested in assuring the fullest possible development of opportunities for Denton's young men and women. We respect what you have to say and thank you for helping us with this important study.

I personally wish you good fortune as you graduate from high school.

Best wishes,

Ray Chancellor

Ray L. Chancellor

USE THIS LIST TO ANSWER QUESTION #1

AGRICULTURE, AGRIBUSINESS AND NATURAL RESOURCES such as botanists, cattlemen, crop scientists, dairy farmers, gardeners & groundskeepers, horticulturists, lumbermen, nurserymen & landscapers, soil scientists, zoologists.

BUSINESS AND OFFICE such as accountants, bookkeeping machine operators, economists, executives, legal secretaries & stenographers, shorthand reporters, systems analysts, typists.

COMMUNICATION AND MEDIA such as book editors, broadcast technicians, commercial and industrial photographers, free lance writers, literary agents, magazine editorial workers, newspaper editors, press photographers, proofreaders, reporters.

CONSTRUCTION such as asbestos & insulation workers, bricklayers, building contractors, carpenter, cement masons, civil engineers, electricians, glaziers, iron & steel workers, lathers, painters, plumbers & pipefitters, roofers, structural iron workers.

CONSUMER AND HOMEMAKING EDUCATION such as bakers, bus boys, cleaning & dyeing workers, dieticians, fashion designers, home economists, household workers, interior designers, sewing machine operators, upholsterers, homemakers.

ECOLOGY AND ENVIRONMENT such as geographers, metecrolgists, pest control operators wildlife managers.

FINE ARTS AND HUMANITIES such as actors, anthropologists, cartoonists, composers, dancers, historians, models, performing musicians, playwrights, radio & television announcers, script writers, translators, and interpreters.

HEALTH OCCUPATIONS such as anethesists, chiropractors, dental assistants, dental hygienists, dentists, hospital attendants, licensed practical nurses, medical lab assistants, opticians, pediatricians, pharmacists, physicians, psychologists, registered nurses, psychiatrists.

MANUFACTURING such as aerospace, engineers, air conditioning & refrigeration engineers, atomic energy technicians, boilermakers, draftsmen, electronic technicians, factory inspectors, foundry workers, machinists, millrights, nuclear engineers, shipbuilders, tool & die makers, welders.

MARINE SCIENCE such as divers, oceanographers, marine biologists.

MARKETING AND DISTRIBUTION such as advertising account executives, advertising copywriters, automobile salesmen, buyers, delivery route salesmen, department store salespeople, display workers, florists, general merchandise, salespeople, insurance agents, marketing research workers, purchasing agents, securities salesmen.

PERSONAL SERVICES such as barbers, beauticians, funeral directors, parking attendants.

PUBLIC SERVICE such as armed forces, athletic coaches, city managers, city planners, clergymen, criminologists, detectives, elementary school teachers, fire fighters, high school teachers, lawyers, librarians, social workers.

RECREATION AND HOSPITALITY such as airline stewardesses, athletic coaches, camp counselors, cooks and chefs, hotel managers, professional athletes, recreation workers, travel agency workers.

TRANSPORTATION such as airline dispatchers, air traffic controllers, airline pilots, flight engineers, helicopter pilots, local bus drivers, longshoremen & stevedores, merchant seamen, railroad brakemen, safety engineers, taxicab drivers, traffic managers.

HIGH SCHOOL CODE

01	Aubrey
02	Denton
03	Krum
04	Lake Dallas
05	Lewisville
06	Little Elm
07	Northwest
08	Pilot Point
09	Ponder
10	Sanger

USE THIS LIST TO ANSWER QUESTION #1

AGRICULTURE, AGRIBUSINESS AND NATURAL RESOURCES such as botanists, cattlemen, crop scientists, dairy farmers, gardeners & groundskeepers, horticulturists, lumbermen, nurserymen & landscapers, soil scientists, zoologists.

BUSINESS AND OFFICE such as accountants, bookkeeping machine operators, economists, executives, legal secretaries & stenographers, shorthand reporters, systems analysts, typists.

COMMUNICATION AND MEDIA such as book editors, broadcast technicians, commercial and industrial photographers, free lance writers, literary agents, magazine editorial workers, newspaper editors, press photographers, proofreaders, reporters.

CONSTRUCTION such as asbestos & insulation workers, bricklayers, building contractors, carpenter, cement masons, civil engineers, electricians, glaziers, iron & steel workers, lathers, painters, plumbers & pipefitters, roofers, structural iron workers.

CONSUMER AND HOMEMAKING EDUCATION such as bakers, bus boys, cleaning & dyeing workers, dieticians, fashion designers, home economists, household workers, interior designers, sewing machine operators, upholsterers.

ECOLOGY AND ENVIRONMENT such as geographers, meteorolgists, pest control operators wildlife managers.

FINE ARTS AND HUMANITIES such as actors, anthropologists, cartoonists, composers, dancers, historians, models, performing musicians, playwrights, radio & television announcers, script writers, translators, and interpreters.

HEALTH OCCUPATIONS such as anethesists, chiropractors, dental assistants, dental hygienists, dentists, hospital attendants, licensed practical nurses, medical lab assistants, opticians, pediatricians, pharmacists, physicians, psychologists, registered nurses.

MANUFACTURING such as aerospace, engineers, air conditioning & refrigeration engineers, atomic energy technicians, boilermakers, draftsmen, electronic technicians, factory inspectors, foundry workers, machinists, millrights, nuclear engineers, shipbuilders, tool & die makers, welders.

MARINE SCIENCE such as divers, oceanographers, marine biologists.

MARKETING AND DISTRIBUTION such as advertising account executives, advertising copywriters, automobile salesmen, buyers, delivery route salesmen, department store salespeople, display workers, florists, general merchandise, salespeople, insurance agents, marketing research workers, purchasing agents, securities salesmen.

PERSONAL SERVICES such as barbers, beauticians, funeral directors, parking attendants.

PUBLIC SERVICE such as armed forces, athletic coaches, city managers, city planners, clergymen, criminologists, detectives, elementary school teachers, fire fighters, high school teachers, lawyers, librarians, psychiatrists, social workers.

RECREATION AND HOSPITALITY such as airline stewardesses, athletic coaches, camp counselors, cooks and chefs, hotel managers, professional athletes, recreation workers, travel agency workers.

TRANSPORTATION such as airline dispatchers, air traffic controllers, airline pilots, flight engineers, helicopter pilots, local bus drivers, longshoremen & stevedores, merchant seamen, railroad brakemen, safety engineers, taxicab drivers, traffic managers.

HIGH SCHOOL SENIOR SURVEY

SOCIAL SECURITY NUMBER ___ ___ ___ ___ ___ ___ ___ ___ ___
(1-9)

NAME _____
Last First M.I.
(10-35)

ADDRESS _____
Street
(36-50)

_____ _____
City Zip Code
(51-60) (61-65)

BIRTH DATE ___ ___/___ ___/___ ___ ___ ___
(66-71) School Code
(72-73)

SEX 1. Male 2. Female
(10)

(11-12)

1. MY CAREER GOAL: As you see the future, which ONE major career area listed below is closest to your career goal? (Circle ONE major career area - if you are not sure, make your best guess. Additional information for each career area is listed on the attached information.)

01 AGRICULTURE, AGRIBUS, AND NATURAL RESOURCES
02 BUSINESS AND OFFICE
03 COMMUNICATION AND MEDIA
04 CONSTPUCTION
05 CONSUMER AND HOMEMAKING EDUCATION
06 ECOLOGY AND ENVIRONMENT
07 FINE ARTS AND HUMANITIES
08 HEALTH OCCUPATIONS
09 MANUFACTURING
10 MARINE SCIENCE
11 MARKETING AND DISTRIBUTION
12 PERSONAL SERVICES
13 PUBLIC SERVICE
14 RECREATION AND HOSPITALITY
15 TRANSPORTATION

(13-14)

2. When did you decide that this career goal is best for you? (Circle one)

1 during the last 3 months 4 in 10th or 11th grade
2 3 to 6 months ago 5 in 9th grade or earlier

3. How sure are you about the career goal you marked in question No. 1? (Circle one)

1 quite sure 3 generally unsure
2 generally sure 4 quite unsure

4. What is the title of the specific job you want in the future? (If not sure make your best guess. Print your answer here:)

_____

(15-18)

5. Which of the following best describes what you will be doing next year? (Circle one)

1 travel or loaf for more than a summer
2 begin full time military service
3 become a homemaker
4 begin a full time paying job
5 begin an apprenticeship of on-the-job training program
6 attend a state supported two year college
7 attend a PRIVATE vocational or trade school
8 attend a state supported college or university
9 attend a PRIVATE college or university

6. How sure is the plan for next year which you marked in question No. 5? (Circle one)

1 quite sure 3 generally unsure
2 generally sure 4 quite unsure

7. When did you decide on the activity you marked in question No. 5? (Circle one)

1 during the last 3 months 4 in 10th or 11th grade
2 3 to 6 months ago 5 in 9th grade or earlier

8. Will you do this activity in Texas? (If not sure, make your best guess.)

1 yes 2 no

In questions 9-14, rate how well you feel your high school prepared you to use the following skills in the activity you marked on question No. 5 (Circle one choice for each area.)

(19-24)	Good	Average	Poor	Does not apply to me
9. Mathematics	1	2	3	4
10. Science	1	2	3	4
11. Speaking	1	2	3	4
12. Writing	1	2	3	4
13. Foreign languages	1	2	3	4
14. Vocational skills	1	2	3	4

(25)

15. Did concern about money influence your plans for next year?

1 yes 2 no

If you answered yes, answer question No. 16; if you answered no, move to question No. 17.

(26)

16. What would your choice of activities for next year have been if money had not affected your decision? (Circle ONE number from question No. 5 here which best describes what your choice would have been.)

1 2 3 4 5 6 7 8 9

(27-28) --

17. What is your best guess of the amount of money you will earn per year when you first ENTER the career field you marked in question No. 1? (Circle only one response. If you are not sure, make your best guess.)

01 $2,000 or less

02 $2,001 to $4,000

03 $4,001 to $6,000

04 $6,001 to $8,000

05 $8,001 to $10,000

06 $10,001 to $12,000

07 $12,001 to $14,000

08 $14,001 to $16,000

09 $16,001 to $18,000

10 $18,001 to $20,000

11 $20,001 or more

(29-30) --

18. Which of the responses in question No. 17 do you think best describes the HIGHEST yearly income you ever expect to earn? (Circle the appropriate number from question No. 17 here. If you are not sure, make your best guess.)

01 02 03 04 05 06 07 08 09 10 11

How useful have the following been in helping you decide what you will do next year? (Circle one number for each resource.)

(47)

31. My high school program was mainly: (Circle one)

1 a vocational-technical or job oriented program

2 a college preparatory program

3 a general program (one not aimed at college or vocational preparation)

32. Have you participated in the following high school activities? Check each area which applies to you.

(48-52)

_____ ATHLETICS - school teams, intramural, sport club, cheerleader, etc.

_____ ACADEMIC ACTIVITIES - debating, drama, band, honorary clubs, school newspaper, yearbook, etc.

_____ LEISURE, HOBBY OR CRAFT ACTIVITIES - hobby clubs such as photography, model building, hot rod, electronics, crafts life time sports

_____ VOCATIONAL EDUCATION ACTIVITIES - FFA, DECA, OEA, VICA, FHA, etc.

_____ OUT OF SCHOOL ACTIVITIES - 4-H, Junior Achievement, church groups, scouting, etc.

(53)

33. My grade average in high school was: (Circle one)

1 A (90-100)

2 B (80- 89)

3 C (70-79)

4 Below C (below 70)

(54-62)

	No contact with this resource	Very Helpful	Some Help	No Help
(31-41)				
19. High School counselors	1	2	3	4
20. High school teachers	1	2	3	4
21. Family members and relatives	1	2	3	4
22. Friends	1	2	3	4
23. College or vocational school representatives	1	2	3	4
24. Military recruiters	1	2	3	4
25. School catalogues or bulletins	1	2	3	4
26. Newspapers, TV and radio	1	2	3	4
27. People in the activity I plan on	1	2	3	4
28. Visits to school or job site	1	2	3	4
29. Career materials in high school (films, tapes, slides)	1	2	3	4

(42-46)

30. Which counseling and guidance services do you think you might want or need in the future? (Check all that apply to you.)

____ counseling in financial and money matters

____ counseling in personal, social matters

____ counseling in career opportunities and career planning

____ counseling in educational and training opportunities

____ counseling to help in finding a job

34. Answer each of the following statements about your high school. (Check each statement you agree with.)

_____ School helped me see the importance of developing my abilities and talents.

_____ School placed enough emphasis on vocational and technical programs.

_____ School offered enough practical experience.

_____ School helped me learn about myself.

_____ School prepared me in "how to find a job".

_____ School provided adequate career counseling.

_____ School helped me achieve an understanding of social, political, and economic problems.

_____ School helped me become more aware of my responsibilities as a citizen.

_____ This school should prepare students to find jobs.

(63)

35. If you had to get more schooling after high school, which of the following would it be? (Circle one)

1 college or university

2 private vocational or technical school

3 on the job training program

4 apprenticeship program

5 two year state supported college

6 other, please specify

_____ I'd rather get a job now.

_____ My high school program prepared me for a job.

_____ Education after high school is not worth the time and cost.

PLEASE READ INSTRUCTIONS BEFORE GOING ON

ANSWER THE FOLLOWING QUESTIONS IF YOU PLAN FURTHER EDUCATION ANY TIME IN THE FUTURE, INCLUDING ANY DAY, EVENING OR CORRESPONDENCE CLASSES. (IF YOU DO NOT PLAN TO GO ON TO SCHOOL ANY TIME IN THE FUTURE, SKIP TO QUESTION NO. 48)

37. If you plan to attend college or vocational school or other form of educational program, what school do you plan to attend? (If you are not sure, make your best guess.) Print the name here:

_____

38. If you have to change your plans, what is your second choice? Print your answer here:

_____

(79)

39. How sure are you of the choice marked in No. 37? Circle one.)

(80=1)
(Dup 1-9)

1 quite sure 3 generally unsure

2 generally sure 4 quite unsure

(10)

40. When did you decide to go to school beyond high school?

1 in the past 3 months 3 in grades 10th or 11th

2 3 to 6 months ago 4 9th grade or earlier

(25-26)

44. What is the usual length of the program you plan to enter after high school graduation? (If not sure, make your best guess. Circle one.)

1 less than 6 months 4 about 3 years

2 about 1 year 5 about 4 years

3 about 2 years 6 more than 4 years

45. No matter when you plan to enter school, how much do you expect to spend per year for all living costs, including room and food, recreation, clothes, transportation, tuition, fees and books? (Circle the amount which comes closest to your best guess.)

1 less than $1,500 4 $3,501 to $4,500

2 $1,501 to $2,500 5 $4,501 or more

3 $2,501 to 3,500

(27-31)

46. How do you think you will obtain this money? Check all numbers that apply.

_____ MY PAST SAVINGS

_____ MY WORK (including summer and part time)

_____ FAMILY (including all relatives)

_____ LOANS, GRANTS, SCHOLARSHIPS

_____ OTHER GOVERNMENT SOURCES OF MONEY such as social security, veterans' benefits, etc.

(32-36)

47. If you will not seek financial aid, why will you not do so? (Check all that apply.)

_____ I do not have enough information to apply

_____ I do not expect to need any financial help

_____ My family's income is too high

_____ My grades are not high enough

_____ I do not want to have to worry about repaying a loan

For all students: IF YOUR MAJOR ACTIVITY NEXT YEAR WILL BE A JOB RATHER THAN CONTINUED EDUCATION, ANSWER THE FOLLOWING:

(37)

48. Next year will you (Circle one.)

1 work in your home community

2 work in nearby community

3 work in distant community

(38-43)

49. Which of the following do you consider to be major obstacles to getting a job? (Check all major obstacles.)

_____ finding out which jobs are open

_____ knowing how to apply and fill out applications

_____ having the skills and knowledge needed to do the job

_____ knowing what I can do

_____ meeting work codes such as dress, appearance, time clocks

_____ other; list below

_____

_____

_____

(80=2)

(64-78)

36. Suppose you were not going on to further schooling. Here are some reasons others have given for not going on to more schooling after they leave high school. Which of these reasons apply to you or could apply to you? (Answer whether you are going on to school or not. Check all reasons that apply to you or could apply to you.)

_____ I do not have enough information about how to get into college or vocational school.

_____ I do not think I have enough money to go to college or vocational school.

_____ I do not think I have the right high school credits to get into college or vocational school.

_____ I was not accepted at one or more colleges or vocational schools.

_____ My teachers or counselors discouraged me from going to college or vocational school.

_____ My parents discouraged me from going to college or vocational school.

_____ I need to earn money to support my family.

_____ I need to earn money so I can pay to go to school in the future.

_____ My scores on college or vocational school admissions tests were too low for me to get in.

_____ I am waiting to enter the armed services.

_____ I plan to be married.

_____ School is not for me; I don't like it.

(11)

41. When do you expect to enter the school you will attend after graduation from high school? (Circle one.)

1 Summer 197[ ] 3 Winter or Spring 197[ ]

2 Fall 197[ ] 4 Later

(12-24)

42. I selected the school(s) named above or I will select a school in the future because: (Check ALL reasons which were Most Important in helping you make up your mind.)

_____ parents and relatives favored this choice

_____ friends favored this choice

_____ counselors and teachers favored this choice

_____ I favored this choice

_____ school is close to home

_____ school is far from home

_____ school is small

_____ school is large

_____ course offerings

_____ extracurricular activities offered

_____ scholastic standards

_____ school reputation

_____ I can afford this school

43. Which college major or vocational program are you most interested in? (Please print your answer here:)